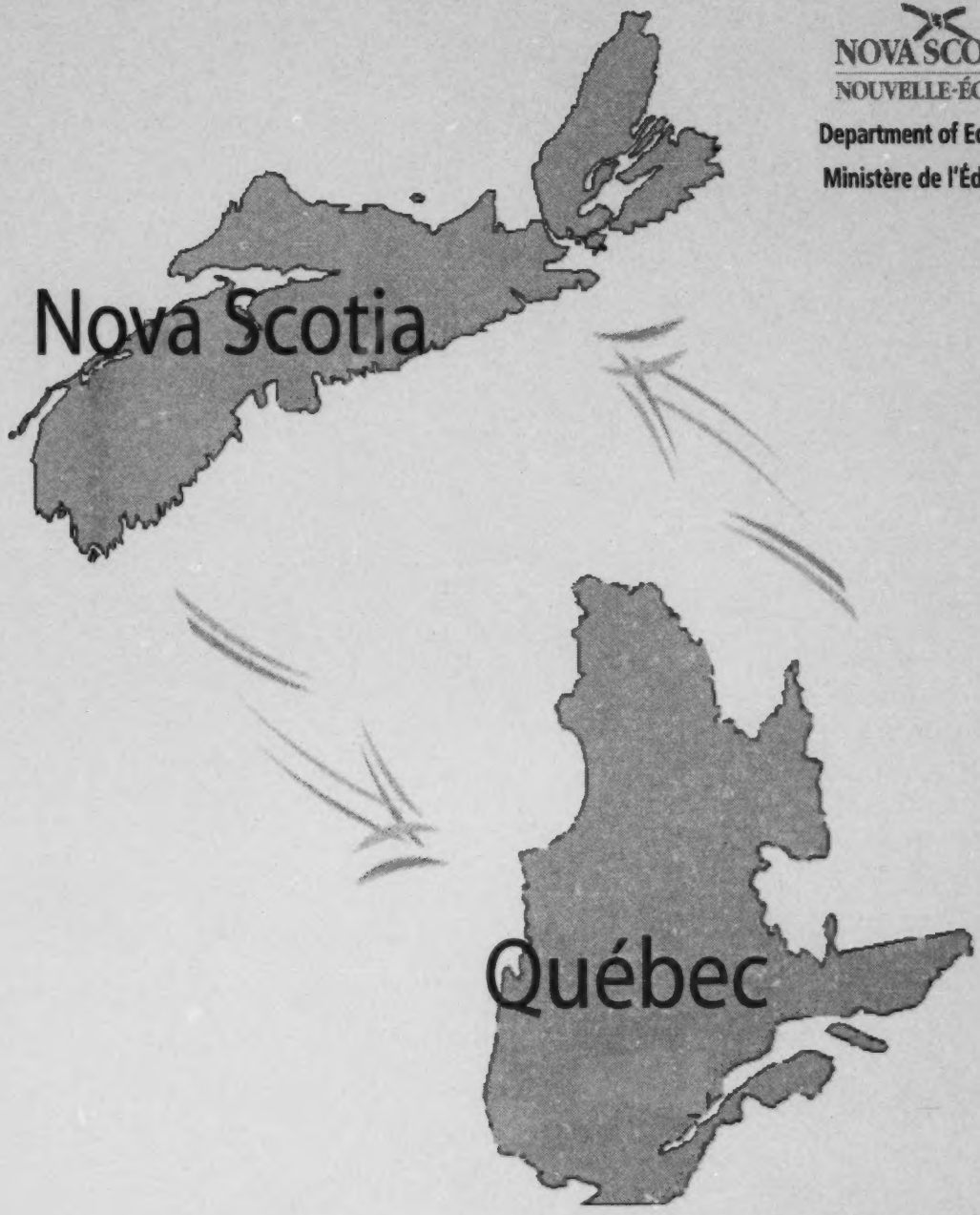
Six-Month Exchange

School Program Guide



NOVA SCOTIA
NOUVELLE-ÉCOSSE
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Six-Month Exchange Nova Scotia/Québec

ERRATA

Please be advised that the following change should be made in both the School Program Guide (blue cover) and the Student/Parent Program Guide (yellow cover):

Chapter 1.0- Description - Page One

The guides presently say:

Program:

The student exchange program is offered to public school students who are currently in Grade 10 and who, during the exchange year will be in the same school. A Nova Scotia Anglophone student is twinned with a Quebec francophone student.

The guides should read:

The student exchange program is offered to public school students who are between 15 and 17 years of age and are currently in Grade 10 or in Grade 11 and who, during the exchange year, will be in the same school. A Nova Scotia Anglophone student is twinned with a Quebec francophone student.

ACKNOWLEDGEMENTS

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British Columbia Ministry of Education
Ministère de l'Éducation, du Loisir et du Sport (Québec)
Prince Edward Island Department of Education

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1.0 DESCRIPTION

PROGRAM:

The student exchange program is offered to public school students who are currently in Grade 10 and who, during the exchange year will be in the same school. A Nova Scotia anglophone student is twinned with a Quebec francophone student.

OBJECTIVES:

- To improve French language skills of NS students.
- To favour cultural exchanges.
- To make participants aware of another educational system.

ACTIVITIES:

Each student selected will leave for Quebec in early February and will attend classes and take courses similar to his/hers until the end of April. The NS student will live with the twinned Quebec family. The NS student will already have received the Quebec student for the same duration from the beginning of September to the end of November.

CONDITIONS:

Each school board makes its intention of participating known to the provincial Director of French Second Language Program Services by a pre-determined date.

- Following the interview with each candidate, a list of eligible candidates is developed.
- Parents or guardians must give their approval.
- Families of a limited number of students are visited by a committee/ coordinator. This activity occurs following evaluation of student applications. There is no exception to this rule. Only the committee/ coordinator completes the INTERVIEW QUESTIONNAIRE.

SELECTION CRITERIA:

- Agreement of parents or guardians, the school and the school board.
- Interest shown by student and family.
- Ease of adapting to new environment and integration into new family.
- Intention of remaining with program until the end of 6 month period of exchange.
- Sense of humour.
- Maturity and sense of responsibility.
- Openness and lack of prejudice.
- Good health.
- Above average results or at least recommendation of school and parents.
- Ability to accommodate another adolescent in the home during three months.
- Acceptance by host family of twinning chosen by program officials.
- Good knowledge of French.

COSTS:

The provincial Department of Education of NS pays for the return travel of each participant from Halifax to the exchange site in Quebec and back.

The costs associated with room and board are assured by the reciprocity of the exchange.

Any student who returns home before the end of the exchange will do so at his own expense or that of his family, except for extraordinary cases beyond the control of participants.

The Department of Education will provide the services of a chaperone during each part of the exchange trip.

Security information

All personal information collected in the course of this exchange program is subject to the *Freedom of Information and Protection of Privacy Act*. All personal information collected is directly related to and is necessary for the administration of the exchange program. All personal information collected will be used by the school liaison teacher(s) and the provincial coordinator at the Department of Education, for the purpose of selecting students and families who will participate in the program. Any disclosure of personal information will be done in accordance with Section 27 of the *Freedom of Information and Protection of Privacy Act*.

2.0 THE HOSTING PERIOD IN NOVA SCOTIA

September - November

During this three-month period, the major responsibility of the NS student and family is to welcome the Quebec student and make him/her feel comfortable in your home.

It can be a frightening experience for a teenager to leave a "safe" environment to live with a new family for three months. This difficulty is usually compounded by language/communication difficulties.

A great deal of **PATIENCE** and **UNDERSTANDING** are required during this period.

This section attempts to give some suggestions which may help you during the September - December portion of the exchange.

Correspondence with Quebec Partners/Family

Successful candidates should prepare to correspond with their partner and Quebec family. Correspondence should begin in June and may be initiated by either twin. This allows adequate time for administrative details in both provinces. Students should pay particular attention to their first letter.

Wondering what to write about? Suggestions include letting your partner know about:

- **yourself**: e.g. photos, typical daily activities, domestic chores, weekend activities
- **your family**: e.g. typical evening and weekend activities, photos
- **your school**: e.g. include a school handbook, outline courses available, co-curricular and extra-curricular programs available (sports, club, music, etc.) A letter from your liaison teacher would be valuable.
- **your community**: e.g. discuss the clubs, recreation facilities, geographic location, population, economy of the area, cultural and sports activities - include photos, maps, newspapers.

Obviously, the collection of this information will keep students busy in May. The June package should include basics. Letters or e-mails throughout the summer can fill in the details. Communication between families helps develop important ties for the exchange. When you receive a letter or an e-mail, reply immediately. Regular correspondence is crucial to the success of the exchange.

2.1 Before Arrival

- preparation of room or private space (bed, furniture) for new family member
- parents are encouraged to communicate with the Quebec student's parents during the summer giving more information about life in NS:
- exchange addresses and telephone numbers during summer
- consider next year's courses and timetable carefully, in consultation with liaison teacher, parents and school administration.

2.2 Arrival

- NS students and families should be at pickup point to welcome Quebec student.

- NS student should help him/her settle into home, unpack, tour home, go over household rules. These could include :
  - chores

  - curfew
  - rules concerning alcohol
  - church
  - medical problems
  - showers; how many per day, how long
  - smoking, who smokes in family
  - clothing
  - climate
  - diet

- make the arrival a special event, i.e. flowers, party, B.B.Q., dinner, etc.

- be considerate of your partner, he/she may be tired, may not understand, may need to go over things slowly again 2-3 days later.

2.3 At School

- take the Quebec partner to school. The first person that he/she should meet is the liaison teacher, next the guidance contact person, inform him/her of school rules, i.e. opening exercises, timetable, cafeteria, gymnasium, bus pass, locker, tour of school, introduce to administrators. If this is not possible as these persons are usually very busy during that week, we suggest that the student follow you to your classes until he/she receives a schedule.

- once the Quebec student's schedule is finalized, we suggest that you take him/her to all classes and introduce him/her to the subject teachers. If there is a major problem perceived, tell the liaison teacher but remember "little" things are good excuses to get upset about when there are major cultural, language adjustments to make...so be patient.

- try to find an activity where there is little need to talk, e.g. go for a swim, play racquetball, etc.

- even when language competence is limited, everyone knows if one is talked about rather than talked to. Do not treat your partner as a third person when you are both conversing with friends.

- when you are learning a second language you tire very quickly. Allow for lots of sleep, sports, non-conversational activities and private space for your partner.

2.4 Family Situation

- The presence of a new family member can cause jealousy on the part of younger family members or identical twins. Suddenly someone is receiving more attention and the younger member has his/her nose out of joint. These young family members can be excellent teachers. They do not understand what a French person is, they love to repeat a thousand times, they talk incessantly. At the same time if the Quebec student is watching English television, the young child does not have the right to change stations without asking.

- The Quebec student should be encouraged to come out of his/her room (it is not easy to communicate with four walls), i.e. television, write letters in kitchen, family room, help with family chores.

- Talk to and with your partner when something is wrong and when all is right but remember it is not necessary to be with each other every minute.

- In the early stages of the exchange continue to verify that your partner understands and that he/she is not just polite and saying yes.

- If you as the host student and family see that after the first few weeks the Quebec student is:
  - snacking more than usual
  - spending all his/her time in his/her room without indicating that he/she is tired
  - crying a lot
  - writing a lot of letters or e-mails

  you should sit down with the Quebec student and make sure that things are alright. If necessary involve the school liaison teacher and the Provincial coordinator.

  The Quebec student must be encouraged to communicate with the NS partner if there is the slightest concern at any time. The Quebec student must realize that you and your family care. In many cases an indication of affection, a hug, a pat on the back, will break the barrier.

Family Rules

Many NS families have very few written rules but if you feel it would benefit the situation, a short written list should be given so that the Quebec student understands what is expected.

- meal times (during week and weekend)
- shower schedule
- curfews (week nights, weekends)
- family chores, setting table, dishes
- television - how much? how late?
- family activities, i.e. church (approximately 15% of Quebec students attend mass regularly).
- computer - how much?

Telephone Calls

- *Local Calls:* Frequent calls to other Quebec students (more than once a day, more than five minutes) should be discouraged. The calls should be made in English. The French students are here to learn English, not to perfect their French.

- *Long Distance Calls:* While it is natural that Quebec students will wish to call their friends in the area, perhaps those in another city and their family, it is necessary to have a clear understanding as to the payment of long distance calls.

We suggest that Quebec students pay for all long distance calls in NS and that NS students pay for all long distance calls while in Quebec.

Language

The Quebec student may use English to swear, completely unaware that the meaning in English is much stronger. If this should happen, the Quebec student must be told politely that this is most inappropriate behaviour.

General Observations

Many students from Quebec are used to very direct communication about any subject with parents, or a school figure; they tend to be very frank and honest (the NS students tend to be more diplomatic).

The homes in Quebec tend to be less structured and regulated (the Quebec students may note the greater structure and regulation of NS homes).

In both provinces rural families spend a lot of time on family oriented activities vs urban families.

Letters and e-mail are very popular ways to stay in touch but may cause problems if you spend a lot of your free time writing long letters or e-mails in your room every night in your first language.

Direct communication is key. If the NS parents want the Quebec twin to do something (i.e. clean up his/her room) they should tell him/her what they want done; problems can occur if the NS student is used as an intermediary and third party.

Friends

You will introduce your Quebec twin to your own circle of friends. During the exchange, the Quebec student will make his/her own circle of friends. This will allow both young people to spend some time apart...a healthy situation.

The host in each province is not expected to provide instant friends. Friendships require time to develop in a normal fashion and should not be forced. With little support and the added dimension of a new language it is a challenge to find new friends.

The Quebec student will be the focus of a great deal of attention since he/she is the new person on the scene. Quebec students by their direct nature will acquire a lot of friends rapidly. Jealousy may creep into the relationship between the twins. The reverse situation may occur in Quebec.

One of the best ways of learning a second language is to go out with a girl/boy from the host province who only speaks your second language. If your twin decides to use this method, ask him/her to introduce the girl/boy to your home for parental approval.

During the fall term, the parents should make every attempt to attend the parents night at school to:

- Access the progress of their own son/daughter and the Quebec student - is he/she attending, participating, progressing?
- See if the teachers are aware that the NS student will be attending school in Quebec for three months (February - April).
- Ask how the work will be covered.

Language Learning

When an exchange student becomes capable of expressing him/herself in a second language it is a wonderfully satisfying accomplishment. However, there is a price that is exacted. The frustration period will usually last for a period of six weeks. Single words will be replaced by groups of words. An entire sentence is a major victory. The strength of the motivation to learn the second language and the family environment will determine the rate of progress. Here are a few ideas to help the Quebec student.

- Show the Quebec student how to answer the phone and then have him/her do it all the time. (If it is important the caller will telephone again.)
- Dictate the grocery lists to the Quebec student (take him/her to the supermarket) and what he/she wants to eat must be said in English.
- Ask the Quebec student questions which require more than a simple yes - no response.
- Have the Quebec student write a daily/weekly letter about anything (i.e. a diary) and after dinner have the twins sit down in the kitchen and correct it.
- Expose the Quebec student to all types of social games, cards, scrabble, English T.V., video, music.

Always make sure that if the Quebec student wants something, he/she will have to ask for it in English. (help him/her in English if necessary)

3.0 THE VISITING PERIOD IN QUEBEC

February - April

3.1 Preparation

You have said a temporary goodbye to a new friend. Besides the readjustment to your family dynamics you will complete the final stage of your pre-departure schedule. Yes, this is a hectic, crazy time. You begin to realize that soon it will be your turn!

- December is the month to do as many assignments as possible according to your contact with each subject teacher.

- Experience in the past has shown that the more work that is completed before going the easier it is to readjust to the NS school system and way of living upon returning. May and June are months full of end of the year activities. It is the worst time to do work that could have been done prior to the departure.

- A weekly schedule of things to do would help. Time will pass very quickly. A clothing list is a good place to start. Ask your partner what kind of clothes to bring. If there is a lot of baggage, send some ahead (i.e. via bus express) and let your partner's family know it is coming and to pick it up.

- Start watching the telejournal (the news) in French to acclimatize your ears and help reduce the shock.

- Prepare a Christmas list for your family: French dictionary, clothing, luggage, skis, money.

* *Some teachers may suggest you give a presentation to the class upon returning about the area you lived in Quebec. The presentation might be done from an historical, geographical, sociological viewpoint. Think about pictures, research necessary before you leave.*

- Hopefully your twin will have shown you the course list from your polyvalente (high school). You might consider giving your school a tentative list of courses you would like to take, keeping in mind that changes will have to be made. This may be given to your twin to take back with him/her.

- Make an arrangement with your family as to how much writing and phoning will take place. An agreement with your friends that you will write a common letter or e-mail to them will allow you to spend more time with your twin and host family learning French. Arrange with a reliable friend to collect notes, handouts in each of your classes during your absence.

- Many students like to keep a journal recording their experiences. You might like to start this in September with the arrival of your twin noting his/her initial problems. This should be reread when you arrive in Quebec to remind you of what your twin went through.

- Make a family decision with respect to finances and a weekly/monthly budget. Will you use traveller's cheques, a weekly/monthly cheque from home, a bank account? Experience indicates that students spend an average of $600 - $700 on personal needs. This does not include new clothes, ski passes, gifts when returning home.

Packing

Just a few reminders:

- Have you checked on the climate for your region?
- Remember, you won't have a lot of room in suitcases for a huge wardrobe and there are washing facilities in Quebec, so take a limited wardrobe, with maximum flexibility!
- Coordinates, layers of clothing are the most practical way of wardrobe planning.
- Be sure to take a warm winter coat.

Summary

BEFORE DEPARTURE (January)

- ➤ **send excess luggage ahead of time, i.e. bus express (call receiving family and tell them bags will be arriving)**
- ➤ **medical and dental checkups prior to departure**
- ➤ **have as much coursework/assignments done before departure as possible**

3.2 Student Arrival in Quebec Community (February)

The first two weeks in Quebec will be a challenge - you will be surrounded with "new" people and situations.

3.3 The Family

- when you arrive, you will be tired, disoriented and inundated with new information all in French

- don't hesitate to ask people to repeat information and names

- **Never say that you have understood a communication in French if this is not true. Ask for repetitions until you understand.**

- when you arrive, you will be asked if you wish to rest, unpack, etc. in your new room. Don't hesitate to tell your partner and your host family if you are tired (due to travel, constant usage of French, etc.)

- ask your partner about the family rules

In your family, when the rules are understood, there is no need to ask or confirm. In a new family you must learn the rules.

Meals

- At what time?
- Any diet restrictions (allergies, vegetarian diet) should be discussed

Housework

- What is expected of you? (i.e. which chores are you expected to do?) How often?
- Where are the cleaning materials?
- Dishes? Washing? Ironing?
- Your room must be kept tidy! If sharing a room determine who does what!

Bathroom Schedule

One more family member will affect the schedule, particularly if all are sharing one facility. Find out the schedule and live by it!

Hints for Improved Family Relations

The very first thing that you must ask yourself is what you can do. Most important is that you realize it is your responsibility to adjust to your host family's way of doing things, and not the other way around.

What is your family expecting? Again we cannot generalize, but you can be sure that they are hoping for a response from you, a sign that you care about their caring! We would like to suggest three ways that you can be responsive.

1. Share yourself with your family. They are concerned with how you feel and how you are doing. They want to learn all about you, your family, your culture and customs. Spend time talking to them, offer to prepare a special meal (even if you can't cook, there must be a friend who can help you). Share unique celebrations with them - birthday breakfast, or whatever. Above all, **never say "No"**. If the family invites you to go somewhere with them - a museum perhaps or apple picking - accept, even if you really dislike museums, and can't stand the sight of an apple tree. After all, these are all the experiences that you have come here for. Even if you are tired, push yourself a little extra.

2. React and respond to whatever they say to you or do for you. If your host mother has prepared a special dish for you, don't hesitate to say "How delicious!" If you don't really like it very much, a comment about how nice it was to do that will suffice. If people do things for you, show appreciation, or they won't try again. Whatever they do, they expect a response from you and it is one way for you to repay them.

3. Volunteer to help. Most families assign some chores to each family member, and they will expect you to do your part, but may be reluctant to ask you to help. You are expected to understand that there are responsibilities for everyone involved in running a household, and you must do your share. Some students have found that more was expected of them from their "new" family than from their family back home. Don't wait, volunteer and ask what you can do so that the family has no reason to be disappointed and complain that the exchange student thinks that housework should be done by others or magically takes care of itself!

Above all, remember that you are expected to accept and adapt to the life style of your Quebec family.

Any TRAVELLING that you do must be approved in writing by your natural and host family, your liaison teacher and Educational Exchange, but in general travelling alone or with other teenagers is never permitted.

VISITS FROM NS FRIENDS OR FAMILY can disrupt the exchange year. This is especially true of boy or girl friends; therefore they are not allowed. We recommend that your family not come at all, but if they do, they should arrange the visit with the host family and then stay in a hotel. It is confusing to have two sets of parents with two different value systems, and difficulties can develop.

Religion

Your host family may well have different views on religion than your family in NS. They may not be regular church-goers. If this is important to you, discuss this with the family immediately upon arrival and make the arrangements necessary.

The liaison teacher will be the key person should there be difficulties which need to be resolved. Don't hesitate to discuss issues with him/her which you feel uncomfortable about at home.

Danger! Danger!

- Your partner is the "person you know" in this strange new world. There will be a tendency to "cling" to this familiar person. Remember that this can become tiresome, even an imposition after a couple of weeks.

- Your partner will be more than pleased to help you by translating! This is great practice in English for him/her but doesn't help you at all!

Make sure that you say **NO ENGLISH PLEASE** calmly, but firmly. Instead:

- ask them to repeat, more slowly if necessary
- use gestures, mime, facial expressions
- allow for time to write down a new expression or two
- younger brothers and sisters are a great help learning new words in French

Friends

- Your partner will introduce you to friends at school, people in the community. Never refuse to try a new activity or an occasion to meet new people.

- New friendships usually require time and commitment. This does become more difficult when your French is not as fluent as you would wish.

- Don't expect your partner's friends to become yours automatically. Your needs will probably be quite different.

- It will be up to you to make the effort to integrate into the school, community. This can be very taxing and frustrating, especially in the first weeks (when your French is very limited).

- Don't hesitate to make your own friends. There is no need to "live in each other's pocket". In fact, depending on your partner too much, too long could develop a resentment. (Discuss this with your partner, should it arise.)

- Friendships with other NS exchange students are natural - but - restrict your English. You're here to learn French.

Special Friends

- If your partner has a boyfriend/girlfriend there may be occasions when you're invited to join them for an outing. If you feel like a "fifth wheel" discuss this uncomfortable feeling openly with your partner.

- Should you develop a "special relationship", remember to abide by the family rules! If you find the Quebec parents "over-protecting" ask yourself how you would act as a parent, hosting another teenager. Be sure to invite your friend(s) to meet your Quebec family.

- Remember, that you are in Quebec only three months. Your new boyfriend/girlfriend is not a souvenir you can pack and take home!

Telephone

- It is natural that you call home **occasionally,** especially upon arrival. Yet, more than one phone call home a week may be an indication of problems, and will cause your host family some concern. (Should you be homesick, discuss this with your host family, ask for a hug, do something - a suggestion list can be found further on in this section.)

- Phone calls to other NS exchange students should be infrequent and in **French** (as much as possible). Be sure to limit, then eliminate English as your French improves. Remember you are here to learn more about Quebec, rather than other Nova Scotians.

- Do not abuse the host family's telephone. Calls home and any other telephone charges (toll calls) should be paid for promptly. Telephone companies list all toll calls, so it is easy to identify yours by number. It helps your finances to be aware of the widely different charges at various times of the day. Check your phone book for information.

Even local calls must be of reasonable length so that the family's telephone is not tied up.

Letters and E-mails

- Like the telephone this is a very "popular" way to maintain links with home. Remember, friends and family in NS love you. Your absence doesn't diminish their caring and they will be there when you go home! So concentrate on your experiences here.

- If you find yourself spending hours in your room alone or writing more than two or three letters a week or spending almost every night on the computer chatting with friends and family, you may have some serious difficulty. This type of activity is not helping you learn French and may be a sign of homesickness, culture shock, frustration or difficulty and frustration with language learning.

Consult the following section for ideas, suggestions.

Remember that letter-writing, telephone calls, e-mails, speaking English with other exchangees are not solutions - just band-aid methods.

3.4 The School

- When you arrive at school the first day, have your partner introduce you to your liaison teacher. This should be the first person you meet. Then be sure to meet the administration. However, this might not be possible as they are quite busy.

- **Be sure to ask for repetitions of names until you know them.**

- You may not receive a timetable immediately. You may visit classes or go to classes with your partner until a timetable is arranged.

- The school situation in Quebec is very different than in NS. Do not insist on a certain schedule or course. This may not be possible in your new school, due to timetable and class-size restrictions.

- Not all teachers will be excited about having an "Anglais(e)" in class. Remember that you are an ambassador for NS. You must be diplomatic and considerate at all times. Imposing your views on others may create unnecessary conflict.

- You will be a new face in the school - and obviously Anglais! You will feel "stared at" - a very accurate observation! A friendly smile and "salut!" should see you through this rather frightening situation.

  Don't be afraid to use your limited vocabulary and get to know people in your school/community. Often the negative feelings are about the unknown. Giving people a chance to know you, and Nova Scotia, will usually dispel most fears - yours and theirs!

  Be prepared to talk about NS. You will be asked to speak in your own classes and possibly in others, as well as for groups in and out of school. Don't be surprised at some of the questions.

School

You are in Quebec as an exchange STUDENT, not on a continuous vacation or travel program. This means that you are expected to attend school regularly, work hard, and earn acceptable grades and demonstrate a positive attitude, even if you receive no academic credit at home for your schooling here. At some point, you might feel that this is a "lost" semester as far as progress with your education is concerned, but you have chosen to enrich your life with this exchange experience and in a few years it is a decision that you are unlikely to regret.

School may be very different from the one you are accustomed to. You will have a different group of classmates every hour and you will find a variety of courses to choose from, besides the compulsory courses that you might have to take. Get your counsellor's advice. We recommend that you take advantage of the opportunity to select classes in Canadian history. And don't shy away from other academic classes or advanced courses; you will find them a challenge. If your French is a bit shaky, stay away from courses with a long reading list. But above all, try to take classes that you cannot get at home.

The clubs and teams that you join can offer new friendships. Participate! Participate! As soon as you can, visit the clubs teams at school (a drama group, a computer club, or join the tennis, soccer or volleyball team.) The sports may not be very competitive, but if the team is not already full of players, you might be just the person they've been waiting for! Involvement is the key.

Student Frustrations

Yes, you're finally here in Quebec! The dream has become reality and you've learned that dreams are limited by being only of one perspective - yours! Now you have others in your life... and a new culture with which you are not familiar... and a language that seems to become more frustrating by the minute, because everyone speaks so fast! and... a new school... and...

You are overwhelmed!

The questions are "How do I survive?" and "When will all this French be comprehensible?"

Knowing more about what you may encounter and suggestions to help you through difficult times will help.

Attitude

Your attitude will, to a great extent, determine the success or failure of your exchange. First of all, you must have a positive frame of mind. No matter what happens, or where you are, or with whom, be curious and open, look for the good things and for what you can learn from the experience. But above all, remember two "C's" - consideration and cooperation.

In the situation that you have chosen, great maturity is demanded of you and you are obliged to cooperate and to have consideration for others - to think about them and what they might want. The little, everyday things count most - say "thank you", come home when you are expected, eat the food that is placed in front of you, smile and say "hello"

when you walk in the door, offer to set the table, to take out the garbage or rake the yard, keep your room clean, join the family in their activities, write thank-you notes to their friends who have shown you a special kindness, forego an evening with the "gang" to attend a family dinner.

It may seem like a burden to you, but you are not responsible only for yourself, for you and your behavior. The image that you leave in the minds of the people in your community will pave the way or block it for those who follow you. It can mean that there will be other homes for exchange students or that there will be none. Even if you have to "bend over backwards", don't be selfish, be mature and be a good ambassador!

Culture Shock

At some time during your months in Quebec you will probably ask yourself, "What am I doing here? I could be with my friends and family, or at least with people who believe the same as I do!" You will have to deal with depression and homesickness. Most important for you to know is that you are not alone and that this is a perfectly natural way to feel when you find yourself in a culture different from your own. When the rhythm of our daily existence is disrupted and all the familiar supports that we have lived with all our lives are suddenly pulled out from under us, we suffer "culture shock"! But remember that "culture shock" is a common and normal reaction when you are in a strange place.

What are some of the things that happen to you? Most common are feelings of depression and anger. You become irritated about almost everything. You feel that everything in Quebec is stupid and everything "back home" is wonderful. You feel that no one understands you. You don't feel like going out, you are afraid to take risks; you are tired and sleep much more than usual, and you gain weight and blame it on the new food. (Perhaps you have already been told that exchange students in NS also gain weight.)

Ignoring the three unacceptable methods of dealing with these problems - i.e., drinking, drugging or going home - there are some alternative methods of confronting depression caused in part by culture shock, unfulfilled expectations and loneliness.

Be busy doing things. When you are bored or lonely, make a decision to do something immediately! Engage in activities that you may have previously avoided or considered silly. Go watch a football game or call someone from school and arrange to get together now. Go to a movie, a concert or just out for coffee or a soda.

Concentrate on the here and now. Put behind the memories of "the way things are done back home". Look at the life around you as being interesting and different - not better or worse. If you are critical and negative you will quickly alienate people and become isolated from them.

Talk to your host family. Sometimes talking about how you feel makes the feeling itself less intense. And they will be happy that you have shared yourself with them.

Eat sensibly and avoid junk food even when you are surrounded by it.

Don't spend all of your time with other exchange students. You will only feed on each other's dissatisfaction as you spend your time complaining and reminiscing about all the good things you left behind.

Don't sit in your room writing letters or e-mails. This solitary activity is not good for you, and your family and friends won't know how to interpret your feelings and may become upset. If you must write your feelings down, let the letter or e-mail sit for twenty-four hours or more and reread it before mailing it. The world may look totally different by then.

Make friends. The only way for you to make new friends is to talk to strangers. Most of the students at your school are already part of a group, but they are interested in you - you may be a curiosity at first, but most North Americans are friendly and will include you if you make the first move. Don't wait for them to call you and don't get discouraged.

Join clubs and sports team. Participate in school and community activities. Join a church youth group or volunteer to teach some young people a skill that you know and they are trying to learn.

If you feel that your problem is different and this advice does not help, and your host family does not understand then you must contact your liaison teacher. He/she is dedicated to providing you with a rewarding exchange experience and will do all he/she can to see that goal is achieved.

Language Learning

- If you are speaking French, your knowledge of that language is probably more that adequate, and you feel good. Everyone in North America will be full of admiration for your linguistic ability. Sometimes, however, it will be necessary to investigate the real meaning of a word. Have a pocket dictionary handy and make use of it. You have probably brought a bilingual dictionary with you, but here you should also have a French Dictionary, such as LAROUSSE. Buy one, if your host family does not have one.

- Also be sure that you are aware of the effect that certain words have on the listener. Ask if you don't understand something and be sensitive to the nuances of words. In talking about complex subjects you will still find yourself searching for the right way to express yourself, but don't let that deter you from getting into interesting discussions.

- When you are in a conversation you want to present the best possible you there is. This is difficult, when you can't find the words. Frustration leads to lower self-confidence.

Know That

- People may perceive you as being quiet or shy. Remember that while this may not be the "true you" it is a phase you're going through as you learn French.

- When you relax and accept that you are a fine person, you learn more quickly.

- If you're not afraid to ask people to repeat, they will do their best to help you.

- PATIENCE AND PERMISSION are key words.

Be patient with yourself and ask for the information you need - people will help. You can not become bilingual overnight and there are no magic potions currently on the market!

Give yourself permission to make mistakes. This is how you learn and as you listen and practice more, you'll be able to acquire more vocabulary and learn more structures. It is natural, when you don't know an item in French, that you try English or a "literal translation" to communicate. As people give you the correct phrases and structures, you will be able to speak more fluently.

Research in linguistics (the study of languages and language learning) is determining that bilinguals have separate language centers. Translation to English merely strengthens your English center. To learn French and develop competence, you must use French in your daily life, thinking and even dreaming! This can happen while in Quebec. To take advantage of this opportunity, you must be ready to:

- stop translation into English
- learn the French names for objects, etc. (make lists)
- learn the structures that express ideas in French
- ask for words you need from your partner, family and friends
- then use them
- be ready to experience headaches, frustration from the concentration

The reward is incredible. After eleven weeks in Quebec, the results are almost magical! And you can be proud of your accomplishment!

4.0 AFTER THE EXCHANGE

May - June

4.1 Return to NS

When you return to NS, you will probably discover that you're in the midst of another adjustment process! Just when you thought that you finished adjusting to another culture you find out that, in reality, change is the norm rather than an exception.

As you're struggling to "get those credits", finish the semester or prepare for the summer, you may wish to consider options for maintaining and improving your French. It is essential, once having achieved your current level of fluency, that you take the initiative to maintain and improve your skills.

While considering your options, some of the following suggestions may be helpful:

1. Investigation of Summer employment with NS Tourism, local tourist businesses or the national parks, where French would be an asset.

2. Assisting in day cares, nursery schools, kindergartens or playgrounds where French is the language of communication.

3. Volunteering to help at summer language camps.

4. Acting as a Big Brother or Sister to someone who speaks only French, (or whom you could tutor).

5. Adopt-a-grandparent who speaks French, preferably a Francophone. This suggestion and the previous ones have the advantage that you will need to use the language you have learned to communicate in a meaningful situation.

These ideas may be incorporated into your life in NS. Further language study and summer work programs also exist, whereby it may be possible to work in a French-speaking milieu. Be sure to contact the nearest Canada Employment office for further details. Investigation of various options of post-secondary institutions will also disclose more opportunities to improve your French. This may be a worthwhile enquiry as you consider your choice of universities and programs. Be sure to discuss these possibilities with your liaison teacher.

5.0 INFORMATION

For students and parents

PROCEDURE:

1. The student must advise the liaison teacher of his/her intention to participate after having become aware of registration conditions. A student cannot apply if the school board and the school have not given prior approval to the program.
2. The student completes the application form, writing clearly in dark ink or preferably having the application typed. He/she must sign and have parents sign. Unanswered questions or those for which false information might have been given could disqualify applicant at any time.
3. The student returns completed application to the school contact prior to date limit determined by the Department.
4. Once completed application forms have been evaluated, a limited number of students and their parents will be interviewed at home by a liaison teacher.
5. The committee/coordinator will determine the time and date for interview of student (at school) and at home (for parents).
6. Once the NS student knows the name and address of his/her partner (usually during the month of May) he/she must contact the latter by letter, e-mail or by telephone.
7. The current police reference/records check and the Child Abuse Register-Request for Search will be submitted to the provincial coordinator prior to the commencement of the exchange.

CONDITIONS:

1. The parents or guardians of the student participating in the exchange agree to receive the twinned student in their home during the entire 3-month return visit.
2. One student per family only can participate during any given year.
3. Since the number of participants is limited, a participant cannot apply a second time.
4. The partner from Quebec must be treated preferentially during the Nova Scotia visit (but not at the exclusion of other friends).
5. Departure for Quebec of all participants takes place at the same time (beginning of February) with a return together (at the end of April). Return travel expenses are paid by the Department of Education. All others costs i.e. return to NS during the exchange because of loneliness, are at the expense of the student and/or his family. The reciprocity of the exchange ensures to twinned families the cost of food and lodging.
6. It is the responsibility of the student and his school to take the necessary precautions prior to departure in February in order to foresee any catch-up required in different subjects where a student might have need. Within the framework of such an intensive immersion, it does not seem possible that the NS student would complete assignments which would relate directly to NS programs during a three-month stay in Quebec.

6.0 PROGRAM GUIDE

The Nova Scotia – Quebec Six-Month Exchange Program is a reciprocal program, which involves the pairing of students from each province to encourage language acquisition and cultural exchange.

The program is available to NS French Immersion, Integrated French and Francophone Program high school students. Generally, application to participate should be made in grade ten and participation will occur in grade eleven. Participation in the program during grade twelve is not encouraged.

In any given year, there is a limited number of placements for NS students in this program. Applications from individual students will not be considered without school involvement and support. It is important to note that the application does not ensure the participation of any one student.

This exciting program allows Quebec students to stay with Nova Scotia families and attend school here from September to November. From February to April, the Quebec students and their families return the hospitality and the Nova Scotia students stay in their homes while attending school in Quebec.

While in their host province, students are expected to speak the official language of the majority in that province and to get involved in a variety of cultural activities.

The success of the program depends upon the commitment of the student, the student's family and the student's school.

This guide has been designed for those schools participating in the program, as well as those who may be considering future participation.

This guide outlines the requirements and guidelines for the exchange. Because each exchange is different, this guide cannot be all-inclusive. However, you will find that exchanges have much in common and that this guide should help everyone involved prepare for their common experiences.

It is important to remember that all participants in this program become ambassadors for their home province and should attempt to display maturity, adaptability, hospitality and graciousness at all times throughout the exchange.

6.1 Timeline - The Selection Process and the Exchange

The selection process	The exchange
September to December • schools apply to the Department of Education to be involved in the exchange • Liaison Teacher is identified • advertising of the program begins January • student application forms are available at the schools February • schools begin the selection process • schools conduct in-home interviews of potential candidates March • school applications are submitted to the Department (3 additional photocopies of each application must accompany the original copy) April • processing and matching of student files • pairing of eligible candidates done by provincial coordinators May • selected participants and schools are notified • students and Liaison Teachers receive Quebec student files June • correspondence/communication begins between Nova Scotia and Quebec families (by letter, audio/videocassette, telephone, etc) July • continuing communication between Nova Scotia and Quebec families August • NS families and schools are advised of Quebec students' arrival times	September • Quebec students arrive in Nova Scotia October • mid-term evaluation interviews conducted by Quebec teachers (in person or by phone) November • Quebec students' report cards are completed December • Quebec students return home • NS students prepare for their trip to Quebec January • NS students ensure that they are caught up and/or are prepared to catch up on school work which will be missed while on exchange February • NS students leave for Quebec • settling in period for student • student interview by Liaison Teachers March • mid-term evaluation interviews are conducted by Liaison Teachers (in person or by phone) April • NS students return home

6.2 To the School Principal

School Registration

Prior to participation in the Nova Scotia – Quebec Six-Month Exchange Program, schools are required to register with the Provincial Coordinator. Registration is intended primarily to provide contact names for the exchange, to ensure each school's willingness to participate, and to clarify the various participants' responsibilities. Please read this section prior to completing the registration form (available from the Provincial Coordinator).

Other Responsibilities

Your support for the exchange program will ensure a successful and pleasant experience for all participants. Besides taking care of the School Registration, your role will include:

- identifying the Liaison Teacher;
- notifying the Provincial Coordinator of this selection and any later changes in this designation;
- supporting the decisions and actions of the Liaison Teacher;
- waiving school rental and other student fees for Quebec exchange students;
- accepting the Quebec school's attendance record for your NS student;
- officially welcoming visiting Quebec Exchange Coordinators and students;
- mediating at the school level;
- assuring assistance to participating students in timetable planning;
- helping to promote the program and its activities, and to demonstrate the benefits of the exchange to your school.

You may also wish to participate in the selection process of the candidates for participation in the exchange program. Some principals choose to leave this to a committee.

Identifying the Liaison Teacher

The person selected is pivotal in a successful exchange. This person should be:

- familiar with Quebec culture;
- fluent in French;
- knowledgeable about the exchange program;
- a good communicator who is also willing to listen;
- interested in promoting exchange opportunities and providing information about current exchanges;
- able to mediate differences between the exchange students and/or their families.

However, the role of the Liaison Teacher is more extensive than the listing above suggests.

6.3 The Liaison Teacher Role

The Liaison Teacher has a challenging and exciting role in enhancing cultural awareness. As Liaison Teacher, you will be responsible for:

- advertising and promoting the program and its activities;
- acting as chairperson of the student selection committee;
- conducting home interviews for potential candidates;
- acting as a liaison between exchange students, their families, and the Provincial Coordinator;
- informing students of the details of participation;
- informing school staff members of the exchange students' arrival and departure dates;

- arranging for meetings for principal and guidance counsellors with visiting Exchange Coordinators, when required;

- assisting visiting students with course selection, and working to ensure that the NS exchange students continue to meet all of their academic responsibilities;
- ensuring that the Quebec students receive the original copies of their special Quebec report cards before they return home in December.

6.4 Provincial Coordinator Role

The Exchange Program is administered and coordinated at the provincial level. The primary tasks of the Provincial Coordinator are to assist the schools to become involved, to explain the exchange process and to act as a resource for Liaison Teachers. More specifically, the Provincial Coordinator's tasks include:

- administering the program;
- coordinating communication among the various parties;
- distributing information related to the exchange;
- receiving applications approved for Exchange participation;
- coordinating and completing the matching process;
- coordinating the reception of Quebec students to Nova Scotia;
- conducting periodic and final evaluations of the program with the Liaison Teachers and students;
- making travel arrangements for the NS students' trip to Quebec;
- upon request, providing mediation between partner schools involved in the exchange.

The Provincial Coordinator may be contacted at:
Provincial Coordinator, NS-Québec Exchange Program
Department of Education
French Second Language Program Services
PO BOX 578, 2021 Brunswick Street
Halifax NS B3J 2S9
Phone: (902) 424-6327 Fax: (902) 424-0057 Email: baccarac@gov.ns.ca

6.5 Guidelines and Suggestions for the School

Promoting and Advertising the Program

Your school may wish to promote the exchange by:

- arranging some type of social evening: pizza, pool or bowling party for exchange students;
- arranging a lunch hosted by either the school or student council for the Quebec student(s) and their partners, the administration, the liaison teachers, members of the student council, etc (possibly later in October).
- arranging news stories and interviews with local media. One suggestion might be a news story when the Quebec student arrives, an interview in November near the end of the Quebec student's stay in Nova Scotia, and another interview just after the NS student returns in order to provide a description of the experience and personal views of Quebec.

Substitutions

If care is taken in the initial selection process to ensure the participation of enthusiastic and committed applicants, there should be few if any student withdrawals after the matching process is completed. However, occasionally a withdrawal is essential, for instance, when a family moves, a health problem develops or when a family break-up occurs.

Should a student withdraw; the Provincial Coordinator must be notified immediately.

The Provincial Coordinator must be phoned immediately. In addition, the NS student must write a letter to his/her partner and the Quebec family explaining the circumstances leading to this decision, and a copy of this letter must be sent to the Provincial Coordinator.

If possible, the Quebec student will be matched with another Nova Scotia student. Priority will be given to finding an appropriate partner among the unmatched applicants.

Before the Exchange

When the Provincial Coordinator notifies the students in May with the results of the matching, the Liaison Teacher will receive copies of the dossiers sent to the successful candidates describing their proposed partners.

Copies of letters for those not chosen will also be sent to the Liaison Teacher.

At this point, the Liaison Teacher can assist by:
- offering suggestions and support to the NS student when correspondence begins with the Quebec partner and family;
- communicating any changes in address, in habits, etc., of the selected NS students to the Provincial Coordinator;
- assisting the NS student and family in making course selections and planning schoolwork for the exchanged year;
- corresponding with the Quebec Liaison Teachers to respond to any of their concerns regarding the needs of their students.

Planning the Course Selection with the NS Student

Planning the student's program for the exchange year should begin shortly after the student is notified of a successful match. This normally occurs in May, and before the end of June, the timetable should be completed.

The major onus for the planning rests with the students who should consult with school administrators, teachers, guidance personnel, and the Liaison Teacher as required. The Liaison Teacher should double-check the plan and be satisfied that the NS student has the understanding and support of school staff and that the student's academic progress will be as normal as possible under the circumstances.

The major consideration in setting up the course selection is the student's absence for approximately three months. While away, the student will have a full program in the Quebec school and will not be able to continue with NS schoolwork as well. The time in Quebec must be devoted to full participation in the life of the family, the school, and the community. School attendance in Quebec will not be fully congruent with that which would have occurred in NS. Tremendous personal growth and unparalleled life skills learning will easily compensate for this minor shortcoming. **It is critical that this aspect of the exchange experience be recognized and endorsed by school administrators and all teachers involved.**

Special timetabling arrangements may need to be made so that individual students' course requirements are met. In general, however, it should not be necessary for students to make up assignments they missed while in Quebec.

Quebec Student Exchange - September to December

The Quebec students usually arrive in NS during the second week of September and return to Quebec in the first week of December.

During this period, the Liaison Teacher should:

- remind all staff during the first week of September of the Quebec students' arrival;
- arrange appointments with the guidance department for course selection;
- assist the Quebec student with course selection;
- welcome the Quebec student(s) to school during morning announcements of the day of their arrival;
- maintain close contact in September with both partners, as this is a time when difficulties may occur;
- work with students and family to solve any problems that may arise;
- contact the Provincial Coordinator if there are any serious problems;
- ensure that reports for Quebec students are sent to the Provincial Coordinator by the specified dates (special report cards will be provided);
- assist NS exchange students in obtaining written agreements with teachers as needed, so that all parties understand how the missed work will be completed. As much as possible, this should be done prior to departure. Students who have completed the exchange say that the more work done prior to their departure, the easier it is when they return;
- contact his/her counterpart in Quebec if there are special requests for certain programs (i.e. music, computer if available);
- ensure that each teacher has completed the special Quebec student report card, and then distribute the originals to the student with copies to the Provincial Coordinator.

The school might consider providing the Quebec student with a copy of the yearbook when it becomes available as a gesture of support for the program.

Planning the Quebec Students' Course Outline

While in Nova Scotia, the Quebec students are expected to experience a full curriculum. When Quebec students arrive in September, the Liaison Teacher must take time to meet with them, show them the school and plan their course outlines. During their visit, the Quebec Coordinators will offer students further assistance in planning an appropriate program.

One consideration in course selection should be the teachers involved, since some teachers are more receptive than others are. They must be made aware that the Quebec students are to be treated as other students. They are to do the same assignments and tests as the other students in the class to the extent that they are able.

Within the limits of each school's timetable, the following suggestions may be helpful:

- the Quebec student will have a full, balanced program;
- two or three options (e.g. Drama, Art, Home Economics, etc) and Physical Education will give the Quebec student opportunities to meet and communicate with other students in a more relaxed atmosphere;
- options not offered in Quebec may make the three-month stay in NS more interesting;
- Social Studies may be a better choice than English if the student's ability in English is limited;
- intramural sports and clubs may provide variety in the student's school life and provide opportunities to meet more people.

Being Available to the Students

The role of the Liaison Teacher is crucial during the Quebec students' stay. Both partners should feel that they can share issues, difficulties and of course, successes with the teacher. Without their usual support groups, Quebec students will need the help of their host students, families, and the Liaison Teacher.

The partners should be urged to use direct communication with each other. The Liaison Teacher must maintain the confidences of each student.

A regular weekly meeting of at least five minutes would be helpful. Experience has shown that this will ease any problems before they get out of hand and it will establish a solid base for communication.

Quebec Student Report Cards

Quebec students should be evaluated in November. The particular form to be used for the Quebec students will be provided by the Provincial Coordinator. An original and three copies should be provided. The original Report Card is given to the Quebec student prior to departure. One copy should be filed at the school and the other two copies forwarded to the Department.

Quebec Student's Departure

When the Quebec student leaves in December, the school might wish to present the student with mementos such as a school pin, crest, sweatshirt, etc.

Preparing NS Student for Exchange - December to January

NS students will benefit from attention and support during this time as they are probably beginning to realize that February is just around the corner. Some of them may begin to suffer stage fright. At this time the Liaison Teacher should:

- discuss course planning for the time in Quebec schools, and correspond with Quebec counterpart(s) regarding any special requests;
- discuss course work completion;
- discuss packing, clothing to take, etc;
- remind students of exchange commitments for the second phase;
- discuss language learning in an 'immersion' setting, cultural differences, etc, to better prepare the student.

February to April

During this time the Liaison Teacher:

- may have to remind the staff why the students are away. NS students are to be reported present during their time in the Quebec schools;
- distributes Application Forms to next year's candidates;
- ensures that all of next year's applicants have been interviewed by the end of March;
- in consultation with the school Principal, selects candidates for following year's exchange;
- submits completed, legible applications to the Provincial Coordinator. Three copies of each application should be submitted along with the original copy. An additional copy should be retained for school records.

Please note that the matching of applicants is done in April. Therefore applications must be received no later than March 31.

After the exchange

Students who have returned from the exchange will go through another adjustment period and may require support if they feel down. The Liaison Teacher will need to be understanding at this time, listening to their adventures and making suggestions (if necessary), regarding catching up.

To help students in this period, the Liaison Teacher should:

- discuss any course work which needs completion, and help to draw up a schedule;
- invite them to discuss their experiences in Quebec with other immersion classes: this is a real ego booster;
- coordinate a meeting with next year's successful candidates;
- consider calling upon past participants in the Exchange Program to provide support to both returning students as well as those selected for the following year: this might be in the form of a club;
- ensure that the yearbook tells the story of the exchange;
- arrange a meeting with the School Board (possibly a dinner or attendance at a board meeting) to talk about the exchange.

Student Application Form

Appendix 1

If you are selected to participate in this program, this application will be forwarded to your exchange partner to provide information about you. Please type or print clearly in black ink to ensure legibility of the information. The Department will accept only legible applications.

STUDENT INFORMATION

Last Name: _____

First Name: _____

Address: _____

City: _____

Postal Code: _____

Date of Birth (DD/MM/YY) _____

How old will you be next September 1? _____ Years _____ Months Sex: ❒ F ❒ M

Height: _____ Metres/CM _____ Feet/Inches

Attach a recent photo the size of this box.

Write your name on the back of your photo just in case it becomes detached from the application.

FATHER OR GUARDIAN

Last Name: _____ First Name: _____

Home Phone: (_____)_____ Work Phone: (_____) _____

Is this the same address as the student's? ❒ Yes ❒ No

MOTHER OR GUARDIAN

Last Name: _____ First Name: _____

Home Phone: (_____)_____ Work Phone: (_____) _____

Is this the same address as the student's? ❒ Yes ❒ No

SCHOOL INFORMATION

School Board: _____

Name of School: _____

Liaison Teacher(s): _____

(As identified by the School Principal and indicated on the School Registration Form submitted to the Department)

School Address: _____

City: _____ Postal Code: _____

Telephone: (____) _____ Facsimile: (_____) _____

GENERAL INFORMATION

1. FAMILY

Indicate who will live in your home during the visit of the Quebec student:

❒ Father ❒ Mother ❒ Guardian(s)

❒ Brother(s) – How many? _____ Ages: _____

❒ Sister(s) – How many? _____ Ages: _____

❒ Other (Please specify): _____

Would you accept a mixed exchange (boy/girl)? ❒ Yes ❒ No

One of your parents or guardians must be in your home for the duration of the exchange, including the period when you are in Quebec.

2. LIVING CONDITIONS

In what type of home do you live?

❒House ❒ Apartment ❒ Mobile Home ❒ Other _____

Will you provide the Quebec student with his/her own room?

❒ Yes ❒ No

If not, with whom will the Quebec student be sharing a room?

_____

In any case, where an exchange student will be sharing a room, the space must be equally divided. Students must be provided with their own bed.

3. PERSONAL RELATIONSHIPS

Friends

Are there places in your community, other than school, where you can easily meet other people your own age?

❒ Yes ❒ No If yes, please explain where and how.

_____

_____

_____

Although the exchange student must be given priority for the duration of the exchange, the partners do not have to be together constantly. The exchange student is to be considered a member of the family, with the freedom to choose his/her own friends. This is important to a successful exchange.

Boyfrieds/girlfriends

Do you have a regular boyfriend/girlfriend?

❒ Yes ❒ No

How do you think your relationship will be affected when your exchange partner is in Nova Scotia for three months?

_____

_____

_____

And when you are in Quebec for three months?

_____

_____

_____

4. HEALTH

Do you follow a special diet (e.g. vegetarian)?
❒ Yes ❒ No
If yes, please specify:

_____

_____

_____

Do you have any chronic health problems?
❒ Yes ❒ No
If yes, please specify:

_____

_____

_____

Allergies

Do you have any allergies?
❒ Yes ❒ No

Do you require medical treatment for your allergies?
❒ Yes ❒ No

Please describe any conditions which you cannot tolerate (foods, animals, plants, chemicals, smoking, life on a farm, etc).

If the only exchange possible were with a family where you would encounter any of these conditions, would you accept the exchange?
❒ Yes ❒ No

5. SMOKING

Do you smoke?
❒ Yes ❒ No

Note: If you answer no, but it turns out that you do smoke, your exchange may be cancelled and you may be required to return home immediately, at your own expense.

Do any people in your family smoke?
❒ Yes ❒ No

If yes, specify who smokes and where smoking is permitted in the home.

Would you and your family accept a twinning with a student who smokes?
❒ Yes ❒ No

Would you accept a twinning where one or more people in the family with whom you would be staying, smoke?
❒ Yes ❒ No

If the only exchange possible was with a family where one or more people smoke, would you accept the exchange?
❒ Yes ❒ No

6. ANIMALS

Do you like animals?
❒ Yes ❒ No

Would you accept a twinning in a family where there are animals?
❒ Yes ❒ No

Do you have animals in your home?
❒Yes ❒No

If yes, please specify what type of animal and how many.
_____ Cat _____ Dog _____ Bird _____ Other _____

7. RELIGION

Is it important for you to attend religious services regularly?
❒ Yes ❒ No
If yes, which religion do you practice?

_____

_____

_____

8. POCKET MONEY

Do you currently receive pocket money?
❒ Yes ❒ No

Students must supply their own pocket money to pay for activities such as movies, concerts, sporting events, snacks, etc. Students who have participated in the program in the past have indicated that they have spent $500+ on such activities during their stay in their host province.

9. RECREATIONAL ACTIVITIES

Which of the three categories below best indicate your personality?
❒ Artistic ❒ Intellectual ❒ Athletic

In which activities do you participate regularly? Please indicate the number of hours per week.

At school: _____ hours/week _____

At home: _____ hours/week _____

Elsewhere: _____ hours/week _____

Music

What type of music do you like? Please indicate your order of preference (1-8).

_____ Classical _____ Popular _____ Rock _____ Jazz

_____ Rap _____ Western _____ Heavy Metal _____ Other _____

Is there any kind of music that you do not like?
❒ Yes ❒ No Please specify: _____

Are there any musical instruments in your house?
❒ Yes ❒ No Please specify: _____

Do you play an instrument?
❒ Yes ❒ No Please specify: _____

Do you take music lessons?
❒ Yes ❒ No Please specify: _____

Social and cultural activities

What types of activities do you like? Please indicate your order of preference (1-9).

_____ Movies _____ Dance _____ Computers

_____ Video Games _____ Shopping _____ Music

_____ Sports _____ Television _____ Other _____

Hobbies

❒ Drawing ❒ Painting

❒ Reading ❒ Collecting (stamps, pins, etc) _____

❒ Sewing ❒ Other _____

Sports

In your opinion, sports are:
❒ Very Important ❒ Important ❒ Not Important

Do you participate in one or more sports?
❒ Yes ❒No
If yes, which is the most important sport for you?

_____

In the following list, please indicate the sports in which you participate.

R = Regularly, O = Occasionally, and the number of hours per week you participate.

Group sports

R	O	Hours		R	O	Hours	
❒	❒	_____	Badminton	❒	❒	_____	Racquetball
❒	❒	_____	Baseball	❒	❒	_____	Ringette
❒	❒	_____	Basketball	❒	❒	_____	Rugby
❒	❒	_____	Boxing	❒	❒	_____	Squash
❒	❒	_____	Football	❒	❒	_____	Soccer
❒	❒	_____	Hockey	❒	❒	_____	Tennis
❒	❒	_____	Wrestling	❒	❒	_____	Water polo
❒	❒	_____	Bowling	❒	❒	_____	Other _____

Individual sports

R	O	Hours		R	O	Hours	
❒	❒	_____	Alpine Skiing	❒	❒	_____	Scuba Diving
❒	❒	_____	Cycling	❒	❒	_____	Skate Boarding
❒	❒	_____	Diving	❒	❒	_____	Swimming
❒	❒	_____	Figure Skating	❒	❒	_____	Water Skiing
❒	❒	_____	Golf	❒	❒	_____	Cross Country Skiing
❒	❒	_____	Ice Skating	❒	❒	_____	Synchronized Swimming
❒	❒	_____	Roller Skating	❒	❒	_____	Other _____
❒	❒	_____	Sailing	❒	❒	_____	Other _____

Other sports

R	O	Hours	R	O	Hours
❒	❒	_____ Aerobics	❒	❒	_____ Gymnastics
❒	❒	_____ Martial Arts	❒	❒	_____ Jogging
❒	❒	_____ Camping	❒	❒	_____ Fishing
❒	❒	_____ Body Building	❒	❒	_____ Equestrian Sports
❒	❒	_____ Hiking	❒	❒	_____ Weight Lifting
❒	❒	_____ _____	❒	❒	_____

10. OTHER EXCHANGES

Because this exchange is six months in duration, you may not participate in another exchange program if you are selected for this exchange.

11. KNOWLEDGE OF FRENCH

NS students who participate in the exchange program will be expected to speak in French for the duration of their stay in Quebec. Contact with other English-speaking students during the exchange is discouraged unless French is used as a means of communication.

In your opinion, how is your command of French?

❒ BEGINNER	Some greetings, phrases, but unable to carry on a conversation.
❒ TOURIST	Can order food, read and ask questions.
❒ INTERMEDIATE	Can maintain a straightforward conversation.
❒ BILINGUAL	Can enjoy French radio and television and communicate with ease.
❒ FRANCOPHONE	Grew up speaking French and use it all the time at home.

12. LETTER OF INTRODUCTION

Write a short letter to introduce yourself to your future partner. Describe yourself by writing about your personality, your tastes, your qualities and your faults. Include all the things that will assist your partner in getting to know you. If needed, consult someone who knows you well.

What qualities would you like your partner to have?

SIGNATURES

Both student and parents must show a commitment to participate in this program. The parents must be prepared to encourage their child to persevere in the exchange despite difficulties encountered while adapting to a new situation. They must limit contact by telephone. Visits by the parents to the student's exchange home in Quebec during the exchange are outside the spirit of the exchange. This should only occur in case of emergency and with the consent of the Provincial Coordinator.

I am committed to the successful completion of this exchange. If chosen, I will make every effort to make the partner selected for me feel welcome. I will not drop out of the program except under exceptional circumstances and only after consultation with the School Liaison Teacher and/or the Provincial Coordinator.

_____ _____

Date Signature of Student

We have read and understood the responses of our child in this application form. We accept with enthusiasm our child's intention to participate in the exchange. We will do everything to ensure that the exchange is successful for our child and the Quebec student with whom our child may be twinned.

_____ _____

Date Signature of Father (Guardian)

_____ _____

Date Signature of Mother (Guardian)

Submit this application to the person responsible at the school.

An in-home interview has been conducted with this student and the parents. I recommend that this student be considered for the NS – Quebec Six-Month Exchange Program.

_____ _____

Date Signature of Liaison Teacher

Colour Photos: Please provide colour laser copies of the photos as indicated on this page. This service is available at many photocopy outlets. **YOUR RESIDENCE** **(Exterior)**	Use 8.5" x 11" paper (contains 4 3.5" x 5" prints) and print a legend on the back of each photo. These photos will give the participants' family a better idea of the "milieu" in which a member of their family will be spending three months. **YOUR RESIDENCE** **(Interior)**
YOUR FAMILY	**YOUR CHOICE** **(Friends, pets, hobby, etc)**

Nova Scotia / Quebec Student Exchange
Student Protection

In Accordance with Section 64(2)(t) of the Nova Scotia *Education Act*, school boards are required to establish policies for the protection of students from abuse. The school boards are responsible for ensuring that students attending school under their jurisdiction are protected by taking all reasonable precautions to screen all persons who may pose any risk to students.

According to board policy, all school community members, including all staff, board members, volunteers, community members, or others who will have regular direct contact with students in the school system must provide, before the beginning of the exchange:

1. A completed Department of Community Services *Form XIII- Child abuse Register-Request for Search.*

2. A certified and true copy of a current police reference/records check (completed in the 3 months preceding the beginning of the exchange). All applicants who have been residents in Nova Scotia for fewer than 6 months will be required to provide a certified and true copy of a current (completed in the 3 months preceding the beginning of the exchange) police reference/records check from their last place of residence.

In the context of the Nova Scotia/Québec -Student Exchange Program, applications to volunteer as a host family in Nova Scotia shall be conditional upon

- the provision of these documents prior to commencing the exchange or at the very least the initiation of the Child Abuse Registry process before the exchange begins and the Criminal Records Check process complete before the exchange begins).
- the successful completion of the interview process as required by the exchange program
- the absence of outstanding criminal charges or prior convictions that indicate that the volunteer or community member could pose a risk to students.

Completed Child Abuse Registry checks, police reference checks and reports of the Exchange program interview process shall be secured in a confidential file by the school principal, vice-principal or appropriate board or Department of Education personnel.

These regulations are applied to the exchange program in Nova Scotia in accordance with policies of the Nova Scotia Department of Education and the board. In both the province of Nova Scotia and the province of Québec, the process of ensuring the security of all students involved in the program is further supported by a thorough interview of all potential host families and a solid local support system for all students involved. Although students are protected with the same level of commitment and responsibility by the school boards in the Province of Québec, some board policies may not require the same level of documentation as is required by our board.

Nova Scotia /Québec Student Exchange 2006-2007

Consent Form/Declaration

I/We_____have read and understand the student protection provisions associated with the Nova Scotia/Québec Exchange program.

As a host family in Nova Scotia, I/we agree to be interviewed as well as to provide a completed Department of Community Services *Form XIII- Child Abuse Register-Request for Search* and a certified and true copy of a current police reference/records check completed in the 3 months preceding the beginning of the exchange.

Furthermore, I/we understand that the process of ensuring the security of all students involved in the program is supported by a thorough interview of all potential host families and by a solid local support system for all students involved. I/We also understand that although students are protected with the same level of commitment and responsibility by the school boards involved in the program in the Province of Québec, some board's policies may not require the same level of screening as is required by Nova Scotia regional school boards.

I/We therefore agree that my/our son - daughter - dependant

_____

may participate in the 2006-2007 Nova Scotia/Québec Exchange program and I/we agree to provide all the required documentation and to abide by the program's regulations pertaining to the safety and well being of the student I/we will be hosting.

In addition, I/we acknowledge that since the participating school board in Québec may or may not require a *Child Abuse Register-Request for Search* and a certified and true copy of a current police reference/records check, I/we hold harmless the Nova Scotia Department of Education and the following Nova Scotia regional boards (Annapolis Valley Regional School Board, Cape Breton-Victoria Regional School Board, Chignecto-Central Regional School Board, Halifax Regional School Board, South Shore Regional School Board, Strait Regional School Board, Tri-County Regional School Board) from any and all claims arising out of any situation relating to these two checks.

Signature(s) _____

_____

Date _____

Student/Family Interview Form

Appendix 2

OBJECTIVES OF THE INTERVIEW

To understand the motivation of the student applicant

Is the student applying because of family pressures, or does the student truly want to participate in the program for personal reasons? Does the student understand the obligations and additional work required to participate in the program?

To evaluate the adaptability of the student

Can the student receive a partner in the home for three months despite difficulties that may arise? Can the student live three months in another province despite difficulties that may arise? Is the student outgoing? A timid student may have problems in an exchange such as loneliness or homesickness.

To evaluate the family of the student applicant

The family members must show the qualities necessary to welcome an adolescent from another province into their home for three months. Are the living conditions suitable (safety, cleanliness, a separate bed for the exchange student, etc)? Do the family members appear capable and willing to welcome a young person and make him/her feel comfortable for three months?

The Department will not accept applications from students who have not had an in-home interview conducted by the Liaison Teacher and at least one other person from the school. The interview must be conducted with both the student and parents as specified in the following pages. Any disregard for the rules of the exchange will result in the school being excluded from participation in the program for one year.

INSTRUCTIONS

All questions on this form must be answered. The original and the copies of the student file must be legible.

The Department will only accept legible interview forms completed in black ink. The committee or person responsible for the program must fill out the interview form during/after the interview.

STUDENT INFORMATION

Last Name: _____ Height: _____

First Name: _____ _____ M/CM

Address: _____ _____ Feet/Inches

City: _____ Grade Next Year:

Postal Code: _____ ❒ 10 or ❒ 11

Date of Birth (dd/mm/yy): _____ Sex: ❒ F ❒ M

How old will the student be next September 1? _____ Years _____ Months

PARENTAL INFORMATION

❒ FATHER OR ❒ GUARDIAN

Last Name: _____ First Name: _____

❒ MOTHER OR ❒ GUARDIAN

Last Name: _____ First Name: _____

SCHOOL INFORMATION

School Board: _____

School Name: _____

This school offers grades: _____ to _____

___

Liaison Teacher: _____
(As identified by the School Principal and as indicated on the School Registration Form submitted to the Department)

School Address: _____

City: _____ Postal Code: _____

Telephone: (_____) _____ Facsimile: (_____) _____

PART A
INTERVIEW WITH THE STUDENT ALONE

Date: _____ Duration: _____

Place of Interview: ❒ School ❒ Other _____

1. Motivation

What are your main reasons for wanting to participate in the exchange?

_____

_____

_____

_____

2. Family

Talk about the members in your family. What are their names and their relationship to you?

_____

_____

_____

_____

3. Activities

What activities interest you? What are your favourite pastimes? Try to list them in order of preference.

_____

_____

_____

_____

4. Part-time job

Do you have a job during the school year? ❒ Yes ❒ No

If yes, please briefly describe the nature of your job and the number of hours per week that you work.

Do you intend to continue working while your exchange partner is staying with you?

❒ Yes ❒ No

Please Discuss With the Student:

Students must give priority to their exchange partners while they are in Nova Scotia.

5. Travel

Have you traveled before? ❒ Yes ❒ No

If yes, please briefly describe where, the duration, and whether or not you traveled with your family.

6. Exchange

What kind of partner would you like to have (qualities, etc)?

Please Discuss With the Student:

Since it is an exchange program, you should look forward to hosting someone who will probably be different from you.

Please Discuss With the Student:

It is important to know that your new partner will not necessarily become your best friend. There is sometimes disappointment because of this expectation.

What do you expect your reactions will be during your three months living in a different place and experiencing different things (language, family, food, friends, school, culture, etc)?

How do you think you will react to living away from your family, friends and school for three months?

7. School

How do you plan to ensure that your studies do not suffer because of your visit to Quebec?

8. Knowledge of French

Ask the student to respond to the question: "How is your French?"

The members of the selection committee should evaluate the student's knowledge of French. They might choose to ask the student to read a French text and then ask some questions regarding the text, or they might discuss the student's aspirations as far as the exchange is concerned.

Evaluation
❒ Excellent ❒ Good ❒ Medium ❒ Weak

The selection committee should evaluate the extent to which the student has mastered the French language by evaluating pronunciation, expression and vocabulary.

Evaluation
❒ Excellent ❒ Good ❒ Medium ❒ Weak

PART B
INTERVIEW WITH THE PARENTS OR GUARDIANS ALONE

Date: _____ Duration: _____

This interview must be held in the home of the parents or guardians (where the exchange student will be living). Ask to see the room where the student will sleep.

WHO WAS INTERVIEWED?

❒ FATHER OR ❒ GUARDIAN

Last Name: _____ First Name: _____

Profession: _____

❒ MOTHER OR ❒ GUARDIAN

Last Name: _____ First Name: _____

Profession: _____

❒ OTHER PERSON CONNECTED TO PARENTING

Last Name: _____ First Name: _____

Profession: _____

Was somebody missing for the interview at the house? ❒ Yes ❒ No

If yes, who? _____

When will you meet them? _____

1. Expectations

What are your personal expectations of the program? What are your reasons for involving yourself and your child in this exchange program?

_____

_____

_____

_____

2. Personality of your child

Comment on your child's personality:

Does he/she have a sense of humour? ❒ Yes ❒ No

Is he/she particularly sensitive? ❒ Yes ❒ No

If yes, in what way?

Describe your child's ability to adapt to a different environment where he or she will encounter differences in culture and new experiences (language, school, family, food, friends, etc).

Is your child capable of adapting to new conditions like these? ❒Yes ❒ No

Describe your child's social skills:

Does your child show respect and responsibility? ❒ Yes ❒ No

How well will your child accept new authority, especially if the discipline in the host family is stricter than your own?

Is your child cooperative and generous? ❒ Yes ❒ No

Will your child accept household chores enthusiastically, as required, in the new household? ❒ Yes ❒ No

3. Health

Does your child have any health problems? ❒ Yes ❒ No

If yes, please specify:

Should the host family and the school selected for your child be informed of this problem?

❒ Yes ❒ No

Does your child have any handicaps we need to be aware of?

❒ Yes ❒ No

Please describe briefly the state of health of other family members who will be present in the home during the exchange:

Does your child have allergies? ❒ Yes ❒ No

If yes, please specify the conditions that he/she cannot endure (e.g. food, animals, plants, etc):

Does your child follow a special diet (i.e. vegetarian)? ❒ Yes ❒ No

If yes, please specify:

_____

_____

_____

Does your family follow a special diet? ❒ Yes ❒ No

If yes, please specify:

_____

_____

Please discuss: In the event that there is a change in health of your child or a family member during the exchange, you must advise your Liaison Teacher and the Quebec family.

4. The exchange

How do you think you will react during the absence of your child from February to April?

_____

_____

_____

_____

Do you think your child will be homesick? ❒ Yes ❒ No

Do you think your child will miss: Father/Guardian ❒ Yes ❒ No
Mother/Guardian ❒ Yes ❒ No

If yes, do you think that you would try to persuade him/her to return to NS? ❒ Yes ❒ No

[The interviewer should encourage the parents to be specific in their response.]

_____

_____

_____

_____

Has your child gone away for a long period of time before? ❒ Yes ❒ No

If yes, please describe where, how long and the circumstances of the trip.

_____

_____

_____

Presence of the Quebec student

Briefly describe how you see your role as a host family for your Quebec student.

_____

_____

_____

Describe activities that you might organize or offer your student in order that he/she will become more familiar with Nova Scotia, life in NS, NS culture, etc.

_____

_____

_____

Please discuss: The family who receives a Quebec student must agree to provide a completely English-speaking environment, as this is a program to enhance language skills. English should be the language spoken at home, during activities, in conversation and on television programs.

5. Transportation

Is public transportation easily accessible so that your Quebec student will be able to participate in various activities? ❒ Yes ❒ No

If no, how will your student be able to participate in the social, cultural and athletic activities that may be of interest?

_____

_____

_____

6. Other

Do you have any expectations in regard to going out, visiting or other activities? ❒Yes ❒ No
Please be specific:

_____

_____

_____

Please discuss: You, as a host family, will assume all local costs including school lunches and any transportation for your visiting student (other than the trip to and from Quebec to the reception point). This does not include pocket money, which is the responsibility of your visiting student's parents.

Do you feel that having another young person living in your home for three months will be financially difficult for your family? Please be specific. ❒ Yes ❒ No

_____

_____

_____

Do you have any comments, questions, or concerns regarding the person who will share your home for three months?

_____

_____

_____

_____

END OF INTERVIEW WITH PARENTS/GUARDIANS ALONE

PART C
INTERVIEW WITH THE PARENTS AND STUDENT TOGETHER

Date: _____ Duration: _____

Place of this interview should be at the same location where the interview with the parents or guardians alone occurred.

1. Going out

To the parents:
What are the activities that you permit your child to participate in, and when is he/she expected home?

School nights? _____

The weekend? _____

School holidays? _____

2. Personal relationships

To the student:
Do you have a boyfriend/girlfriend whom you see regularly? ❒ Yes ❒ No

If yes, how do you think your relationship will be affected while your exchange partner is in Nova Scotia for three months?

_____

_____

_____

_____

When you are in Quebec for three months?

_____

_____

_____

_____

Friends:
Are there places in your community, other than the school that you attend, where you can easily meet other people your own age? ❒ Yes ❒ No

If yes, please explain where and how:

_____

_____

Please discuss: Although the exchange student must be given priority for the duration of the exchange, the partners do not have to be together constantly. The exchange student is to be considered a member of the family, with the freedom to choose his/her own friends. This is usually important for a successful exchange.

3. Smoking

To the parents:
What is your opinion on smoking?

_____

_____

_____

Does your child smoke? ❒ Yes ❒ No
Do you smoke?
Mother/Guardian ❒ Yes ❒ No
Father/Guardian ❒ Yes ❒ No

Do other people in your home smoke? ❒ Yes ❒ No

If yes, where is smoking permitted? Outdoors only? In certain rooms only?

_____

_____

Would you permit the Quebec student to smoke? ❒ Yes ❒ No

If yes, under what conditions?

_____

_____

Please discuss: If you answer no, but it turns out that you do smoke, your exchange may be cancelled and you may be requested to return home immediately, at your own expense.

4. Alcohol

To the parents:
What are the family rules concerning the consumption of alcoholic beverages?

At home? _____

Outside the home? _____

Please discuss: The use of drugs and alcohol is not permitted during the exchange. Any use of drugs or alcohol by students involved in the exchange will mean the automatic cancellation of the exchange and the student may be returned home at the parents' expense.

5. Fashion

To the student:
Is the way that you dress very important to you? ❒ Yes ❒ No

If yes, please specify:

_____

_____

_____

Do you have any expectations with regard to your partner's manner of dress? ❒ Yes ❒ No

If yes, please specify:

_____

_____

_____

6. Chores

To the parents:
Do you expect your exchange student to participate in housework while staying in your home? What would you require? ❒ Yes ❒ No

_____

_____

What sort of housework is your child expected to do?

Is your child paid to do household chores? ❒ Yes ❒ No

If yes, please be specific:

Do you think that your child will cheerfully accept the responsibility of doing chores while in Quebec without being paid? ❒Yes ❒ No

7. General questions

To the student:
How do you think you would react to living in a family where the rules are:

- stricter (strict curfew, limit on going out, television access, etc)?

- less strict?

To the parent:
How do you think your child will react to living in a home for three months where the rules are:

- stricter (strict curfew, limit on going out, television access, etc)?

- less strict?

How would you react if the family rules where your child is placed are:

- stricter (strict curfew, limit on going out, television access, etc)?

- less strict?

Please describe how you will feel if your Quebec student takes the initiative to organize acceptable activities or visits for him or herself while living with your family?

Will you have a health insurance plan for your child while he/she is in Quebec? ❒Yes ❒ No

Describe your typical family activities:
During the week:

_____

_____

_____

On the weekend:

_____

_____

_____

During holidays of 3 days or more:

_____

_____

_____

Is it important for your child to attend religious services on a regular basis? ❒ Yes ❒ No

If yes, please specify your religion or denomination:

_____

Please discuss: Those responsible for the program advise strongly against visiting your child while on exchange. Often such visits are difficult for host families for a number of reasons including language and the sense of needing to provide hospitality. The visits also disturb exchange students by causing homesickness and prolonging the adaptation period. We recommend that any visits to the host family take place during the summer following the exchange, and that you make your own arrangements for hotels and activities.

Had you planned to visit your child during the visit to Quebec? ❒ Yes ❒ No

_____

_____

Would you consider hosting a student of the opposite sex? ❒ Yes ❒ No

If yes, what conditions would you impose?

_____

_____

Do you have any further comments? Are there any restrictions which you would impose on your child during the exchange beyond those required by the program?

_____

_____

Please read and discuss the following points with the parents and student at the end of the interview.

- By accepting the student's application, the Department does not guarantee participation in the program. The exchange depends on finding a compatible twin from Quebec and on the exchange being accepted by all parties involved.
- A NS family that accepts participation in the exchange will be required to complete a Child Abuse Register-Request for Search and a current police reference/records check.
- A family that accepts participation in the exchange must have at least one of the two parents (guardians) in permanent residence at the home for the duration of the program. Any disregard of this rule will cause automatic cancellation of the exchange.
- If the exchange is cancelled for misconduct or at the request of the student or parents for reasons not condoned by the program, the parents may be responsible for paying their child's return airfare home.
- Living conditions comparable to those represented in the home during the interview must be maintained for the duration of the exchange. If there are any changes, the Liaison Teacher and the Provincial Coordinator must be informed immediately. Cancellation of the exchange could be the result.
- The parents must inform the Liaison Teacher if they separate or if the student will have to change schools or homes before the end of the exchange.
- This program is intended to give the exchange student new language skills. A NS family accepting participation in the exchange must provide the Quebec student with an entirely English language experience. English must be the language spoken inside and outside the home for the duration of the Quebec student's stay. Television and radio programs should also be in English.
- Students participating in the exchange are required to complete all work required by their school for completion of their grade in Nova Scotia. (Completion of this work should take place either before or after the stay in Quebec, ***but not during the visit***).
- NS students participating in the exchange must complete all course work required at their school in Quebec.
- It is strictly prohibited for NS students to receive NS friends while staying with their Quebec family.
- Visits from family and friends of the family are strongly discouraged especially when it would involve extended separation of the NS student from the host family.

END OF THE INTERVIEW

TO THE INTERVIEW COMMITTEE:

If, after completion of the in-home interviews, you feel that the candidate should be considered for acceptance in the program, please have the parents sign the consent form on the following page, and include it with all relevant forms to the Department.

SUMMARY OF STUDENT INFORMATION

This summary is to be filled out after the student and family interview by the selection committee.

Last Name: _____ Height: _____

First Name: _____ _____ M/CM

Address: _____ _____ Feet/Inches

City: _____ Grade Next Year:

Postal Code: _____ ❒ 10 or ❒ 11

Date of Birth (dd/mm/yy): _____ Sex: ❒ F ❒ M

How old will the student be next September 1? _____ Years _____ Months

School Board: _____

School Name: _____

Allergies? ❒ Yes ❒ No
If yes, please specify:

_____

Health problems? ❒ Yes ❒ No
If yes, please specify:

_____

Would the family accept a mixed exchange boy/girl? ❒ Yes ❒ No

Is there a smoker in the family? ❒ Yes ❒ No

Will the family accept a smoker? ❒ Yes ❒ No

Does the student like animals? ❒ Yes ❒ No

Are there animals in the home? ❒ Yes ❒ No

What is the student's level of French?

❒ Bilingual ❒ Intermediate ❒ Tourist ❒ Beginner ❒ Francophone

Which best describes the personality of the student? Please select one only.

❒ Artistic ❒ Intellectual ❒ Athletic ❒ Other _____

Comments:

_____

_____

PARENTAL CONSENT

Name of the Student: _____

School Board: _____

School: _____

- We understand the objective of the Nova Scotia – Quebec Six-Month Exchange Program and the conditions of our participation. In particular, it is understood that we will receive a student from Quebec and are expected to provide an entirely English atmosphere as well as guarantee that English will be the language spoken in the home and during any other activities while the student is in Nova Scotia.

- We accept our role in the program and all the responsibilities it entails. We will not drop out of the program except under exceptional circumstances, and then only after prior consultation with the Liaison Teacher and Provincial Coordinator.

- In the event that the exchange must be terminated before the end of the program, we understand that we may be responsible for our child's return airfare home.

Date: _____

Signatures of Parents and/or Guardians	Name of Parent and/or Guardians
_____	_____
_____	_____
_____	_____

Our school is prepared to support this student and the Quebec student he/she may be paired with as outlined in the Nova Scotia – Quebec Six-Month Exchange Program Guide.

Date: _____

Signature of Liaison Teacher: _____

Name of Liaison Teacher: _____

Our school is prepared to support this student and the Quebec student he/she may be paired with as outlined in the Nova Scotia – Quebec Six-Month Exchange Program Guide.

Date: _____

Signature of the School Principal of the School: _____

Name of School Principal: _____

COMMITTEE EVALUTION

Name of the Student: _____

School Board: _____

School: _____

PART A
INTERVIEW WITH THE STUDENT ALONE

This program is for students who are outgoing and confident. It is not for the very timid or shy, as the experience may prove overwhelming. Students often suffer from homesickness and loneliness. The committee must reject a candidate for whom they feel the program may prove emotionally overwhelming.

Please justify your responses.

1. Personality:

_____

_____

2. Appearance:

_____

_____

3. Adaptability:

_____

_____

4. Motivation:

_____

_____

5. Impression the student has of the program:

_____

_____

6. Possible problem areas

_____

_____

7. Comments:

_____

PART B
INTERVIEW WITH THE PARENTS ALONE

Evaluate the family with respect to these two factors:

- The absence of the child for three months. Will the parents miss the child so much that they will insist that the child return?
- The presence of a new teenager in their home for three months. If the couple has recently separated or will not be in their home, this is a probably not the best time for them to receive a new student in their home.

Indicate whether the family has 'pushed' the student into participating in the program. If so, the exchange must be rejected.

Does the couple appear happy and stable? ❒ Yes ❒ No

Positive comments:

_____

_____

Negative comments:

_____

_____

Is this a single parent family? ❒ Yes ❒ No

❒ MOTHER ❒ FATHER ❒ GUARDIAN

Positive comments:

_____

_____

Negative comments:

_____

_____

Describe the home where the family will live while the exchange student is staying with the family.

_____

_____

PART C
FINAL EVALUATION OF THE COMMITTEE

1. We consider the candidate: _____
(Name)

❒ Excellent ❒ Very Good ❒ Good ❒ Do not recommend

Comments:

_____

_____

2. We consider the family of the candidate to be:

❒ Excellent ❒ Very Good ❒ Good ❒ Do not recommend

Comments:

_____

_____

Would all the members of the committee feel comfortable sending their own children to live with this family for three months? ❒Yes ❒ No

RECOMMENDATION:

❒ We recommend the candidate as a student in the Exchange Program.

❒ We do not recommend the candidate as a student in the Exchange Program (in this case, please do not submit the application to the Department).

MEMBERS OF THE SELECTION COMMITTEE (Minimum of 2 People)

Liaison Teacher Name: _____

Position: _____

Signature: _____ Date: _____

Name: _____

Position: _____

Signature: _____ Date: _____

Name: _____

Position: _____

Signature: _____ Date: _____

Name: _____

Position: _____

Signature: _____ Date: _____

RESPONSIBLE SUBSTITUTE IF THE LIAISON TEACHER IS UNABLE TO FULFILL THE DUTIES:

Name: _____

Position: _____

Signature: _____ Date: _____

Name: _____

Position: _____

Signature: _____ Date: _____

Name: _____

Position: _____

Signature: _____ Date: _____

Name: _____

Position: _____

Signature: _____ Date: _____

Name: _____

Position: _____

Signature: _____ Date: _____